

STRATEGIC SCHOOL PROFILE 2005-06**Ridgefield School District****KENNETH R FREESTON, Superintendent**

Telephone: (203) 431-2800



 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Fairfield	Public School Enrollment as a Percent of Town Population: 23.4%
2000 Population: 23,643	Public School Enrollment as % of Total Student Population: 91.3%
1990-2000 Population Growth: 13.0%	Percent of Adults without a High School Diploma in 2000: 4.9%
2000 Per Capita Income: \$51,795	Adult Education Enrollment in 2004-05 School Year: 26
Number of Public Schools: 9	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 5
Number of Nonpublic Schools: 2	

 District Reference Group (DRG): A DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	1.0	1.1	26.9
	2002-03	1.3	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	1.8	2.5	12.6
	2000-01	2.7	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	92.9	94.0	88.0
	2000-01	93.2	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	86.6	95.3	79.2
	2000-01	92.7	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	10.8	6.5	21.7
	2000-01	12.2	N/A	31.7

STUDENT ENROLLMENT AND RACE/ETHNICITY**Enrollment**

Grade Range	PK-12
Total Enrollment	5,612
5-Year Enrollment Change	14.0%
Projected 2010 Enrollment	
Elementary	2,084
Middle School	1,332
High School	1,807
Prekindergarten, Other	74

Race/Ethnicity	Number	Percent
American Indian	4	0.1
Asian American	186	3.3
Black	38	0.7
Hispanic	152	2.7
White	5,232	93.2
Total Minority 2005-06	380	6.8
Total Minority 2000-01	236	4.8

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The initiative that best represents the district's efforts to reduce racial, ethnic and economic isolation is the expansion of the district-wide Character Counts! Program. Through special assembly programs, class discussions, and lessons emphasizing the character pillars, all schools focused on the theme of respecting differences. A number of teachers and administrators have also participated in Don't Laugh At Me! professional development and have incorporated the program into our schools.

A variety of school and community events engage students in learning about other diverse people and cultures and our middle and high school students go on extended foreign field trips. Ridgefield Public Schools participate in a teacher visitation program with teachers from Lebanon. This experience engages our students in learning about students and events in the Middle East.

Although Ridgefield is physically isolated from other communities in the Cooperative Education Services (C.E.S.) region, we have participated in two of their inter-district building projects aimed at reducing racial, ethnic and economic isolation. Some students from the Ridgefield Public Schools also attend the Academy for Performing Arts, the Academy for Information Technology Engineering, and the Center for Global Studies. We are working with C.E.S. to improve communication about these and other magnet schools to our students and their parents.

Ridgefield continues to make strong effort to attract candidates of all cultures and economic groups to our teaching/administrative positions. This year, we have continued our already-extensive electronic posting of vacancies and broadened our use of conventional advertising media. Our efforts have also included frequent attendance at recruitment fairs and participation in consortium minority recruitment activities.

The Ridgefield Public Schools are strongly committed to reducing the racial, ethnic and economic isolation of our students and also to increasing their understanding of and appreciation for human diversity.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



of Certified Staff

Teachers	374.3
Administrators	21.8
Department Chairs	2.8
Library/Media Staff	8.9
Other Professionals	35.7
% Minority 2005-06	2.4
% Minority 2000-01	1.5
# Non-Certified Instructional	78.6

Average Class Size		District	DRG	State
Grade K	2005-06	16.8	18.8	18.3
	2000-01	17.5	N/A	18.1
Grade 2	2005-06	21.8	21.6	19.7
	2000-01	23.2	N/A	19.5
Grade 5	2005-06	22.1	21.7	21.2
	2000-01	23.6	N/A	21.7
Grade 7	2005-06	22.2	21.6	21.1
	2000-01	22.6	N/A	21.9
High School	2005-06	21.5	19.5	20.3
	2000-01	20.4	N/A	20.0

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	12.2	11.1	13.1
% with Master's Degree or Above	83.2	85.5	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	22.3	30.5	28.5

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	995	1,005	986
Middle School	1,008	1,002	1,015
High School	966	987	1,002

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	2.9	2.9	3.4
Students Per Teacher	15.0	13.2	13.6
Teachers Per Administrator	17.2	13.8	13.9

STUDENT PERFORMANCE

Physical Fitness	District	State
% Passing All 4 Tests	39.0	35.6

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test % Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Grade 3 Reading	77.3	54.4	10.3	91.3
Writing	81.5	61.0	13.6	100.0
Mathematics	75.1	56.3	13.6	90.0
Grade 4 Reading	85.8	57.8	17.5	89.7
Writing	86.2	62.8	29.9	91.1
Mathematics	78.8	58.8	22.4	92.3
Grade 5 Reading	88.0	60.9	19.5	92.0
Writing	88.0	65.0	25.0	90.8
Mathematics	82.9	60.7	18.2	89.9
Grade 6 Reading	85.2	63.6	26.6	92.8
Writing	76.4	62.2	25.9	94.4
Mathematics	75.9	58.6	12.5	95.1
Grade 7 Reading	88.5	66.7	26.9	95.0
Writing	84.4	60.0	25.5	89.8
Mathematics	77.9	57.0	19.2	93.0
Grade 8 Reading	90.1	66.7	13.3	93.6
Writing	88.0	62.4	2.7	96.4
Mathematics	89.0	58.3	0.0	93.6



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.




Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	82.4	46.5	0.0	83.1
Writing Across the Disciplines	82.2	52.4	0.0	86.3
Mathematics	76.8	46.3	0.0	82.3
Science	74.7	44.6	0.0	85.3



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

SAT® I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	97.8	91.8	74.9
Mathematics: Average Score	574	586	512
Mathematics: % Scoring 600 or More	45.5	47.0	24.6
Verbal: Average Score	563	573	510
Verbal: % Scoring 600 or More	41.8	44.4	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	2.5	7.4
2004-2005 Annual Rate for Grades 9 through 12	0.5	1.7
1999-2000 Annual Rate for Grades 9 through 12	0.7	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	314	94.9	82.3
	2000	269	98.2	78.5
 Employed or in Military	2005	17	5.1	13.9
	2000	5	1.8	17.6
 Unemployed	2005	0	0.0	0.9
	2000	0	0.0	0.7

DISTRICT REVENUES/EXPENDITURES 2004-05

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$36,264	\$6,522	\$6,555	\$7,645	\$6,555
Instructional Supplies and Equipment	\$1,027	\$185	\$259	\$256	\$260
Improvement of Instruction and Educational Media Services	\$2,808	\$505	\$402	\$469	\$391
Student Support Services	\$2,966	\$533	\$656	\$753	\$656
Administration and Support Services	\$4,646	\$836	\$1,144	\$1,349	\$1,153
Plant Operation and Maintenance	\$7,427	\$1,336	\$1,120	\$1,406	\$1,113
Transportation	\$3,894	\$668	\$523	\$615	\$522
Costs for Students Tuitioned Out	\$1,655	N/A	N/A	N/A	N/A
Other	\$847	\$152	\$124	\$120	\$122
Total	\$61,535	\$11,046	\$11,031	\$12,981	\$10,994
Additional Expenditures					
Land, Buildings, and Debt Service	\$7,681	\$1,381	\$1,473	\$2,079	\$1,467
Adult Education	\$10	N/A	N/A	N/A	N/A

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	96.3	2.6	1.0	0.2
Without School Construction	95.9	2.8	1.1	0.2

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$8,521	3.9	\$10,587	\$9,062	5.1
Salaries and Benefits	\$7,034	3.3	\$8,533	\$7,454	4.7
Supplies	\$569	9.6	\$594	\$513	12.7
Equipment	\$39	178.6	\$169	\$133	16.7
High School					
Total	\$11,486	1.8	\$11,751	\$9,640	3.5
Salaries and Benefits	\$8,678	-4.2	\$9,291	\$7,759	3.1
Supplies	\$1,145	26.5	\$739	\$585	11.6
Equipment	\$83	93.0	\$150	\$152	14.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

It is the policy of the Ridgefield Board of Education to ensure that all resident students are offered equal access to educational opportunities provided within the school program. Not only does the Board provide for a budget process that assures equity within and among all schools, it also funds district-wide instructional administrative positions in the areas of math, science, language arts and technology. Our professional development program makes available a wide range of training opportunities for all teachers K-12.

Since funds for each school's materials, supplies, equipment and other resources are formulated and distributed based upon a "per pupil" allocation, each school receives an appropriate percentage of the district budget. In addition, principals submit requests for necessary support to run any needed/desired specialized programs. Special projects such as reading or math program pilots are funded separately and are evenly distributed across the schools. The district plans for improvement and maintenance projects with a focus on achieving parity among schools. Throughout the year, the superintendent, as an agent for the Board, oversees all expenditures. He also requests Board funds for district-wide initiatives when the needs present themselves

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

One of the ongoing goals of the Ridgefield Public Schools is to improve students' performance on state and national tests. To achieve that goal, the district has launched an ambitious plan of curriculum and instructional improvement. This initiative includes a transition to a K-12 curriculum with embedded performance-based assessment, a high participation rate on the Advanced Placement Tests and a comprehensive professional development program. Our Scholastic Achievement Test (SAT) scores have steadily improved over the last ten years. Our overall verbal score is 581, the overall writing score is 586, and the overall math score is 596. Males score higher than females in math and the reverse is true in the verbal and writing areas.

Three hundred forty-one (341) students took seven hundred fifty-four (754) Advance Placement exams. Ninety-two percent (92%) scored a "3" on the test while thirty-eight percent (38%) scored a perfect "5." Participation in and performance on the AP tests has steadily improved.

Tenth graders take the Connecticut Academic Performance Test which includes math, science, reading and writing. Our strongest area is writing but we have made the significant improvement in math.

The Connecticut Mastery Test is given in grades three, four, five, six, seven and eight in the areas of math, reading and writing. Performance in grade four shows that we have improved in writing, have stayed strong in reading but have declined in math. Scores in grade six are down in all three areas and scores in grade eight have declined slightly in reading and writing but improved in math. We are implementing a new elementary math program and are engaged in a district-wide math improvement project.

Internal testing in reading in the elementary schools shows that approximately ninety-four percent (94%) of students are at or above grade in reading.

Ongoing systematic development of curriculum, instruction and assessment through professional development designed to meet the differing needs of the staff is helping us improve so that student performance improves.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.ridgefield.org